

School Activities

NOVEMBER, 1949



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School Activities

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As the Editor Sees It



"By their assemblies ye shall know them" may be said of today's high schools. While some institutions inspire their students with excellent assembly programs, other schools blindly sin against their young charges by submitting them to weekly mass meetings which insult the intelligence and emotions of even the youngest learner." So begins William G. Meyer's article, "Assemblies or Concentration Camps?" in the September *Clearing House*. This article, "short but sweet," is built around a plan for discovering and developing student talent for the assembly.

The practice of assigning responsibility for at least one assembly program each month to a curricular department of the school is a logical procedure. One of its important values is to be found in the wholesome competition it engenders. Such competition necessitates standards, and setting, recognizing, and attempting to approximate these standards mean improved programs.

Remember that *School Activities* is a medium for the exchange of plans, programs, and ideas—your own as well as those of others.

According to the report of the Chicago Motor Club, school safety patrols (first organized in Chicago in 1922) have reduced the traffic death rate of elementary school children 44 per cent.

Last July, students from 43 counties attended the four-day Institute for Safety Patrol, organized by the Daugherty County Chamber of Commerce at Albany, Georgia. Instructors were representatives of the state highway department, Red Cross, New York Center for Safety, and American Automobile Association. Good idea!

Two years ago, because of high production costs, Addison Junior High School, Cleveland, substituted a "newspaper of the air" over the school's public address system for its printed paper. This vocal

publication carries news, features, editorials, and other usual types of newspaper material, all carefully written as though for a printed paper. The school considers this venture successful and at the present time has no intention of returning to a printed paper.

Editorially, we are not evaluating this type of publication, merely reporting it.

Remember that those of us who love extracurricular activities and appreciate their possibilities as educational opportunities should be at one and the same time their most severe and their most intelligent critics. It is not complimentary to us if those who do not have our interest and understanding point out errors and weaknesses which we should have seen.

Due, perhaps, to (1) the recent widespread criticism of comics, and (2) an appreciation of their appeal and possibilities, there is now being developed a series of comics which have educational, not entertainment, values as their goal. These will encourage the students to stay in school, give counsel on racial problems, health, participation in community affairs, etc. Such comics may be as helpful as those current are detrimental.

The "workshop" plan, as a substitute for the teachers "institute" is becoming increasingly popular. Further, it has made a good start in extracurricular activities, especially in athletics, music, dramatics, and publications. Last August we had a little part in a newcomer, a student council workshop held at Arkansas State Teachers College, Conway, Arkansas.

About two dozen sponsors and principals attended this workshop (paying their own expenses and receiving no college or certification credit), spending three very busy days working out practical solutions to their own problems, developing plans for the coming year, and in other ways planning improvement in their own settings. A most excellent idea! We hope shortly to have an article describing this workshop and its activities.

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Public Relations Through the School Newspaper

ALMOST every school, no matter how small, publishes a school newspaper. Such a publication serves important public relations purposes both inside and outside the school. More than any other single factor it helps to develop and maintain that intangible, school spirit, so essential to morale within the school. In addition, the school newspaper is the second most effective organ of communication between school and home. (The child, of course, is the first in importance.)

Because the school population is a changing one, there must be a continuous campaign to educate new pupils in the ideals and traditions that make for a stable and well-integrated unit. The school newspaper keeps students and teachers informed of school activities beyond their immediate horizon. It lets each student know the possibilities of extra-curricular activities, and if he participates successfully in them, it gives him public recognition.

The school paper through its editorials and through its official news tends to solidify school spirit. Ignoring for the moment all other values, the school newspaper sells the school to the students. This is important, for although the student is yet neither a voter nor an effective citizen of the community, he will soon become at least the former. In addition, influencing the child is an amazingly effective way of influencing the parent.

The school newspaper also has a direct influence upon parents. Most youngsters take their school paper home and urge their parents to read it, or at least they let the paper lie around where their parents have access to it. A survey in one large high school indicated that 80 per cent of the students took their school newspaper home. Another high school mails the papers direct to the home.

To win popularity with students, the school newspaper must be written for the students. This does not mean, as even a cursory examination of top ranking school newspapers will show, that the paper must be childish in either language or subject matter. What it does mean is

GUNNAR HORN*

*Head, English Department,
Benson High School,
Omaha, Nebraska*

that the paper must be written and edited from the student point of view. Where the best papers are published, one finds an administrator and a journalism teacher who have discovered the secret of bringing out the best in the student. This is far different from forcing the teacher's or the principal's best upon the student. Quill and Scroll Foundation has published an excellent booklet, "A Principal's Guide to High School Journalism," which bears out this point of view. It sells for twenty-five cents, and is easily worth much more.

Paradoxically, parents are more likely to read the student-motivated school paper than one that is directed toward adults. Reading a newspaper that they know is written for their children, they feel that they are getting "inside" information about the scene of many of their children's activities. Parents are often enough baffled by their children to feel the need of this sort of enlightenment. Reading the school newspaper also makes parents feel that they are keeping up with their children's interests. It gives them topics for discussion at the breakfast or dinner table.

Keeping parents posted is not the school newspaper's only contribution to home-school rapport, however. The school newspaper can, and usually does, carry all the news about the school that the commercial press of the community carries. It brings these items to a more limited audience, to be sure, but often to a more eager audience. Because the school newspaper usually ignores, as better treated elsewhere, world and national news, it has more space to devote to its own particular world. The hundreds of excellent school newspapers being published today show how successfully a student paper can recreate that little world.

Usually the school newspaper empha-

*Mr. Horn is the author of **Public-School Publicity**, Inor, New York.

sizes student achievement to the exclusion of faculty achievement. This is probably just as well. Faculty achievements can appear with better grace in the commercial press than in the school paper where readers may assume that teachers have undue influence. While teachers seldom are given credit for the achievements of their students, parents do appreciate the school that makes it possible for their children to develop their talents.

The publication of a good school newspaper is as important a single advertisement as a school can achieve. If the paper is interesting, the students will read it with enthusiasm, will let that enthusiasm color their attitude toward the school in general, will carry the paper home to share with their parents.

The publication of a good school newspaper is not a matter of chance. Generally speaking, three factors are of primary importance: a sympathetic administrator, a well-trained journalism teacher, proper publication facilities.

Sympathetic can mean "understanding" as well as "showing kind feeling." The latter is no doubt nice, but the former is essential. A successful newspaper needs to be backed by a principal who doesn't confuse the "voice of the school" with his own voice. He must think of the newspaper as written not by him, but by students; not for him, but for students. The administrative urge to fill the newspaper with circular notices is probably natural, but it had better be curbed. Let the principal have his circular notices mimeographed and sent around frankly as circulars. If the principal insists on breaking into print, at least let him confine himself to a definite space properly tagged "Principal's Column" or some such warning. The students can then recognize it for what it is and ignore it if they wish.

The school newspaper should not be passed around from year to year like the hot potato that it is considered by many teachers. It should be made the permanent assignment of some one who has had proper training for the job, or who at least, feeling that the assignment is permanent, is willing to prepare himself through summer courses and extensive reading. For anyone interested, the *Newspaper Manual of the National Scholastic Press Association* contains a good, basic, up-to-date list. The manual sells for fifty

cents.

As important as the training of the teacher is the opportunity for him to practice what he knows should be done. Too often is the school newspaper crowded in both time and space. To do good work the teacher needs at least two class periods a day which can be devoted exclusively to the school newspaper, in addition to the considerable amount of after-school time it will necessarily take. The teacher should have exclusively available adequate room space and such essential equipment as desks, typewriters, and filing cabinets.

One more thought on the adviser's position: Being an adult, the adviser can give his student staff the advantage of adult advice. There will be occasions when he can, and indeed should, point out that adults may interpret some story differently than students will. However, the teacher needs to be very sure that censorship is really necessary before he steps in. Nothing will destroy a staff's morale as quickly as unreasonable interference.

The well-run and interesting student newspaper is one of the school's best public relations media. It reaches a small but receptive audience. It can provide ammunition, and equally important, it can dispose parents to use that ammunition in battle for their children's school.

WHICH IS MORE VALUABLE?

We are often confronted with the question of which is more valuable to the student, a trip to some attractive event on school time or attendance at his classes. This is a very unfair question, because if the school administration were to make up a schedule of visits to all the places available where students might have the advantages of travel, mingling with students from other schools, conferring with prominent personalities, etc., a very interesting schedule could be formulated. A trip to Europe would be dandy. But millions of dollars in buildings, equipment, and faculties have been invested for the purpose of completing a certain type of education. If this is to be the primary consideration in building a school program, then everything else must be subordinate to it.—*Editorial in Kansas High School Activities Journal.*

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Workshop Activities Make History Come Alive

JANET BASSETT JOHNSON, PH. D.
*Forest Park High School,
Baltimore, Maryland*

HAVE you ever participated in an American History workshop with seniors in high school? If you have not, then you know not half the thrills experienced by the instructor and pupils in a workshop where they really work to make the history of their country come alive. Here are some experiences of three history classes and the teacher at the Forest Park High School, Baltimore, Maryland.

When asked what they would like to do to make their history more interesting, one boy replied, "Let's have an exhibition depicting Indian life." Another suggested, "Let's prepare an exhibition to show how the colonists lived." Three students who had made moving pictures of historic places which they had visited offered to show these to the class. Several pupils proposed that trips be made to places famous in American history. Students who had wire recorders offered to bring them to school on days when worthwhile speeches were coming over the radio. In addition, the instructor suggested that some students might enjoy making slides on frosted acetate.

The instructor and pupils worked cooperatively to determine what should be included in the Indian exhibit. They decided to include Indian relics, bows and arrows, wigwams, canoes, totem poles, Indians, maps and drawings. Then the students divided into groups and assembled the objects or made the drawings and maps. A group of half a dozen boys and girls printed the cards showing the names of the pupils and necessary information about particular contributions. Then another group arranged the exhibit in the glass showcase along the first floor corridor.

For the exhibit on colonial life, the class followed the same general procedures. Here many of the articles were made by different groups: for instance, one committee in the workshop dressed dolls representing, as near as possible, the peoples in the various colonies; boys made log huts and furniture; an art committee provided atmosphere by making

water-color and pen-and-ink sketches to depict punishment in colonial days, inspection of a tavern, a school room, a reception, a quilting party, a stage coach trip, and Thanksgiving Day in Plymouth.

With the passage of the school year, the class divided into groups whose size was determined by the number of pupils that could be accommodated in available automobiles. One afternoon, seven cars left the school bound for the Baltimore Flag House, a famous shrine in Baltimore where the flag was made that flew over Fort McHenry when Francis Scott Key wrote *The Star-Spangled Banner*. What a glorious time they all had inspecting the shrine and its unforgettable treasures! On another occasion they visited Fort McHenry. Later, small groups, ranging from two to five pupils, went to Lake Success and saw the United Nations Organization actually at work. Other groups went to Washington, Annapolis, Mount Vernon, Valley Forge and to the City Hall. Whenever these groups returned, they made reports to the whole workshop. Such reports awakened the interest of other students in taking the trips.

Frequently, students borrowed mounted pictures from the art department or the school library or even went to the Enoch Pratt Library, where they secured twenty-five pictures on their library card. Returning to the workshop, they showed the pictures and gave the history connected with the pictures.

Particularly enjoyable for the workshop participants was the making of wire recordings of Truman's State of the Union Speech and his Inauguration Speech.

But most enjoyable was the making of slides to be shown through the projector machine on a screen. These frosted acetate slides are easily and inexpensively made and can be shown in a semi-dark room. The number ten frosted acetate comes in sheets twenty by fifty inches and costs two dollars and fifty cents at the art store. The students cut with a razor blade the large sheet of frosted acetate into three

and a quarter by four inch slides. They traced historical pictures on the frosted sides with lithograph crayon pencils or Mongol colored indelible pencils. Other media can be used also. Once the slide was made, it was shown through the projector machine, and the pupil who made it told the history connected with it. Now the class is planning to have the slides photographed and showed on a combination slide and slide-film projector.

In concluding these remarks, the fact must not be omitted that the activities briefly sketched are only a small part of the activities conducted in the workshop, for there were, also, panel and round table

discussions, group-prepared playlets, and pupil-conducted drills and reviews. Of course the pupils labored diligently to secure the information necessary to make the correct reproductions—be they furniture, dressed dolls or pictures. Still they were so interested and pleased with the results that they did not mind giving time and effort to the workshop. Furthermore, the workshop for the instructor and pupils was a happy place, and history really became alive. The workshop included a variety of extracurricular activities that were so integrated with the regular history lessons, that they had real educational value.

Special Assembly Programs Every Week

TO give variety, vitality, and timeliness to assembly programs, the committee needs to be alert to the coming of important birthdays. Meaningful dates on the calendar mean endless possibilities for educative programs.

Below I am describing a typical assembly program of our school. It is not offered as an example of excellence, but as a specimen of what one school is able to do for an assembly program with a minimum of cost in time and effort.

The program prepared for the week of April 22, is typical. A slide for wall projection appeared thus:

ASSEMBLY

April 22

1. America the Beautiful—Student Body
2. Call to Colors—John Smith
Salute and Pledge
3. Announcement of Theme—Mary Brown
Edwin Markham, Poet
John Muir, Naturalist
4. Reading—Henry Jones
5. America—Student Body

Illustrated colored slides for "America the Beautiful" were projected. Following the Pledge, a student announcer read: "Today we are honoring two great men who have made lasting contributions to the life and happiness of American people, John Muir and Edwin Markham. John Muir's birthday was April 21, and Edwin Markham's April 23. Henry Jones will tell us about these men and thereby

RUTH PETERSON

*English Teacher,
Sutter Junior High School,
Sacramento, California*

help us place a higher value upon their rich contribution to our American way of life."

A student then presented the story for the day as follows: (A copy of Millet's picture "The Man with the Hoe" projected on the screen.) The picture before you is a famous painting by Millet, a French artist. It shows the laborer of the field as a down-trodden oppressed individual little better than an animal.

It was this picture that inspired Edwin Markham to write his well-known poem, "The Man With the Hoe". We bring this to you today to commemorate Edwin Markham, whose birthday will be tomorrow, April 23. We feel close to Edwin Markham, for, though born in Oregon, he came to California when very young, before the West was settled. He worked on farms and at one time moved to Coloma, where he taught school. He later moved to San Jose and became superintendent of schools. All this time, he wrote poetry. It was while living in San Jose that he wrote, "The Man With the Hoe". In his poem he realized, like Millet, the right of people to rise above the level of an ox. He wrote:

Bowed by the weight of centuries he leans
Upon his hoe and gazes on the ground,
The emptiness of ages in his face,

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And on is back the burden of the world.
Who made him dead to rapture and
despair,

A thing that grieves not and that never
hopes,

Stolid and stunned, a brother to the ox?

What gulphs between him and the seraphim!

Slave of the wheel of labor, what to him

Are the long reaches of the peaks of song,
The rift of dawn, the reddening of the
rose?

Through his dread shape the suffering
ages look.

Like Millet, the artist, Markham, the poet, envisioned liberty for every man. It is this torch of freedom that our Statue of Liberty holds forth—the Statue of Liberty presented to the United States by the French government. The same thought is perfectly expressed by Emma Lazarus, whose words are inscribed within the doorway of the Statue of Liberty Monument—

"Give me your tired, your poor,
Your huddled masses yearning to breathe
free,

The wretched refuse of your teeming
shore.

Send those, the homeless, tempest-tost to
me;

I lift my lamp beside the golden door."

America has been a refuge for the down-trodden of the world since its beginning, when first the Pilgrims landed upon its shores.

Hand in hand with this freedom and the right to enjoy it, is the appreciation of life and all it offers to man. One such appreciation is that of the natural beauty with which we are surrounded—as Edwin Markham expressed it in his poem just read, "The rift of dawn, the reddening of the rose."

(Projection of a Yosemite Valley scene.)

This need for beauty and desire that it be saved for humanity was foremost in the heart and mind of another man whom we commemorate today, John Muir, whose birthday is April 21.

John Muir was born in far-off Scotland. The family moved to America when John was eleven years old. Like Edwin

Markham, he lived on a farm. He was an eldest boy, and so most of the work fell upon him, leaving little time for school. But, he found that by going to bed early and getting up at one o'clock in the morning, he would have time for reading, study, and work in his crude workshop. He finally succeeded in entering the University of Wisconsin, where he became interested in sciences dealing with plant and animal life. His eyes were opened to the beauties and wonders of the outdoors. While yet young, he came to San Francisco and went directly from there to Yosemite Valley. He walked most of the way.

To earn his living, he herded sheep and spent his spare time exploring the wonders of the mountains. He did not like sheep, because their hoofs damaged the meadows, and sheepmen often fired forests to clear land for grazing. It was through John Muir's efforts that not only Yosemite but also General Grant and Sequoia were made national parks preserved for all to enjoy for all time. Through his influence as late as 1940, Kings Canyon region became a national park, though John Muir died in 1914. His writings, his spirit, and his hopes for national parks live on. No man has done more to save God's natural beauties for the American people. America, a home for free people, has preserved its places of beauty to be freely enjoyed.

Today, we have remembered two men—one, Edwin Markham, who envisioned America as a place for free unoppressed people; the other, John Muir, whose efforts have preserved the natural beauty of the land for their enjoyment."

The student announcer again speaks saying: "We close our program singing our ever-loved hymn "America" with new meaning. As we leave the auditorium, let's give thought to the closing words, "Our father's God to Thee, Author of Liberty, to Thee we sing; Long may our land be bright with freedom's holy light; Protect us by Thy might, great God, our King."

About one-twelfth of the birthdays of great men and women fall in any particular month. This makes an abundance of dates from which to make selection for the assembly calendar. A little foresight and planning make these special programs easy.

Educational Assumptions About Rifle Marksmanship Training

Headlines! . . . Headlines! . . . Headlines!

Child Shoots Playmate Accidentally

Crimewave Hits Town

Totalitarianism Threatens World

Compulsory Military Training Bill Signed

What relationship could there be between these headlines and rifle marksmanship training? Could popular rifle marksmanship training possibly help decrease the number of gun accidents in a given community, and help decrease the number of crimes with guns? Could it help discourage any coercive trend toward totalitarianism and aid the total national defense? Could it offer a means through which to teach certain worthwhile social qualities? Apparently, from the writer's reading, relationships such as these have not been studied by any sort of reliable research.

Rifle marksmanship seems to be a growing sport. In June, 1948 there were 300,000 members in the National Rifle Association. (1) When something grows so large as this, it must be meeting certain social needs worthy of educational investigation. In spite of this popular growth, concrete evidences needed to indicate answers to the above question seem very scattered and sufficient only to suggest certain educational assumptions. These assumptions are offered in the hope that some interested investigator will have time and backing to give this problem the consideration and effort it seems to deserve.

CHILD SHOOTS PLAYMATE ACCIDENTALLY

What is the relationship between the number of gun-accidents in a given community and the number of its citizens participating in rifle marksmanship training? Suppose parents were educated in

JAMES M. LAING
2022 Cecil Avenue,
Baltimore 18, Md.

gun-safety, should a decrease in gun-accidents among children be expected? Suppose young children were taught to respect the fine workmanship in guns and to fear mishandling them, should less accidents be expected? Suppose children were taught to give their respect to target-rifle champions rather than to the present-day "shoot'n toot'n" cowboys, would their outlook toward guns be altered?

With time for only random searching, the writer has found several published references convincingly supporting gun-safety education. Four references will be cited. The first comes from a college campus newspaper. (2) "On the way to the campus we may encounter youngsters breaking every firearm law known to mankind with toy imitations of the thing most beloved by a true competitive rifleman. Yes, our schools educate; when Junior begins throwing murderous pebbles we naturally do not object to teaching him the game of baseball; but take Junior on the Rifle Range? Oh, no!" Osell (3) writes, "We have used rifle shooting in our program of educational activities at the University of Minnesota because we believe that everyone can and should engage in some activity of a recreational nature. Insofar as possible, we choose to give in-

²Editorial *Let's Rifle This Thing Out* Hammer and Tongs (campus newspaper) State Teachers' College, California, Penna. March 21, 1941, page 2.

³C. R. Osell, *Rifle Shooting in Adapted Physical Education Classes* The American Rifleman January 1941 89:1:41

¹Schofield, *Incidentally* The American Rifleman June, 1948 96:6:6

struction in those sports which have a carry-over value, that is, something that may be continued after the students have left school....To some of our students rifle shooting has become a hobby. Others have learned safety with firearms from their instruction. To my mind, this in itself has made the course worthwhile...."

The National Rifle Association (NRA) has been advocating the Junior Rifle Club movement for years in an earnest fight against juvenile gun-accidents. Lister (1) points out that "in our (NRA) efforts toward gun safety we have not been governed enough by analysis of cold figures. Those figures show the need not of legislation, but of education. Those same figures show that the education needs to start where the NRA has so earnestly endeavored to work—in the Junior Field." In Michigan, conservation officers are trained as instructors, who conduct marksmanship schools for teen-age youths. (2) The Michigan program is intended to curb hunting accidents.

CRIMEWAVE HITS TOWN

What is the relationship between crime and popular rifle marksmanship training in a given community? The editorial in the American Rifleman for August, 1948 tends to indicate a high negative correlation: as popular marksmanship training increases, crime decreases. The National Rifle Association supports the belief that popular gun training discourages crime.

(3) The Police Department of Hudson, Ohio, is using the Junior Rifle Club as a device for giving youngsters incentive to respect the law. (4)

TOTALITARIANISM THREATENS WORLD

Confronting newspaper readers are current headlines on the American Way versus the Totalitarian Way—democracies versus dictatorships. Does rifle marksmanship exist in totalitarian nations on a vastly popular basis? What is the relationship between the incidence of popular marksmanship participation and

democratic government? In what totalitarian nation, past or present, could popular marksmanship be allowed without jeopardizing the power of the dictator?

For whatever it may be worth in attempting to answer these questions, *Russia was not represented in the 1948 Rifle Olympics, July 29-August 6*. It is more than interesting to note that Russia is not a member of the International Shooting Union. Olympic champions tended to come most predominantly from Finland, Norway, Peru, Sweden, Switzerland, and the United States of America.

The National Rifle Association reasons that, "no minority has ever successfully seized power from the majority until... the majority was disarmed. They cannot win unless we lose our sense of proportion and hand them the advantage of being illegally armed while we legally disarm the honest and the patriotic." (5)

COMPULSORY MILITARY TRAINING BILL SIGNED

What is the relationship between general military weapon training and rifle marksmanship training? The author is aware of no attempt to study this relationship on a research level. Numerous references can be cited from history and previous wars which seem to support a positive correlation. It is suspected that the Army, Navy, Air Forces, and Marine Corps have sufficient data for such a study in their small arms' training schools.

Undoubtedly only a few people would reason a negative relationship. Rifle marksmanship is still stressed in basic military training. The late Captain Crossman wrote, "The trained military rifle shot is worth more in the defense of his country than a whole platoon of untrained cannon-fodder on the battle line, however useful this man power might be in the manifold engineering jobs that are part of the great engineering project known as modern war." (6) Though only a few may take a negative view, some consideration is due future prospects of ultra-modern warfare.

From an educational and training point of view, it seems that it would be impor-

¹C. B. Lister, *Safer Shooting* The American Rifleman October, 1941 89:10:6

²*A First for Michigan* The American Rifleman July, 1945 93:7:18

³*Editorial Guns VS Bandits* The American Rifleman March, 1941 89:3:36

⁴*Editorial Miracle in Hudson* (A letter to the National Rifle Association from A. J. Galbos, Chief of Police, Hudson, O.) The American Rifleman May, 1948 96:5:8

⁵*Editorial Matter of Proportion* The American Rifleman October, 1948 96:10:10

⁶Edward C. Crossman, *Military and Sporting Rifle Shooting* Marines, Onslow County, N. C. Small Arms Technical Publishing Co. c1932 pXVIII

tant to know the relationship between general weapon training and rifle marksmanship training. How much faster and more accurately does a trained marksman learn to use a military weapon as compared with some carefully defined "average" recruit? What is the transfer from one training to another? This question would become increasingly interesting with the onset of atomic warfare in the training of its various operators. This would be interesting because, if there is a positive correlation, then a great deal of our military preparedness could come from pre-military marksmanship training—greater school support to the already existing NRA senior and junior programs.

HEADLINES?..WHAT HEADLINES? WHERE?....

In newspapers and popular magazines little is written about the activities of the National Rifle Association and its affiliated community rifle clubs. This seems hard to believe in view of the Association's 300,000 members. Why should there be a deficiency of headlines on the non-accident, non-crime phase of rifle shooting? Why should murder-infested "westerns" be more popular than a legitimate sport? Could the answer to these questions be: "the lack of a certain type of education"?

Partly because of inadequate news coverage, the average newspaper and magazine consumer has not been informed about the safe enjoyment and social attribution of rifle marksmanship. Parents would want their children in the Junior Rifle Club movement if only they knew about it. The Chief of Police of Hudson, Ohio, wrote a letter to the National Rifle Association saying: (")

"In spite of these programs (school dances, church bazaars, etc.), we...have our share of juvenile delinquents. Recently I tried a new approach....I casually changed the subject to the possibility of starting a rifle and pistol club. I stressed one point especially, that one of the qualifications necessary to join the club would be a clean juvenile record.

"...We not only obtained quick confessions...., but during the past three weeks we have received numerous visits from other boys.

"...We have received enthusiastic

¹⁰Editorial Miracle in Hudson, *ibid.*, p8

telephone calls from fathers, school teachers, and business men."

SOCIAL VALUES OF RIFLE MARKSMANSHIP

First-hand observations lead one to suspect innumerable social values. It is interesting to witness competition between two clubs of the type affiliated with the NRA. Invariably, attention becomes focused on how safely they supervise their ranges—how interested they are in the fine workmanship of their rifles—how quickly they seem to convert the seemingly incorrigibles who "hap" along—how scientifically they score the paper targets after each firing—how they condemn promiscuousness—how they seem to frown with condonation upon "cowboy" antics and mishandling of firearms. Such first-hand observations lead one to ask such questions as:

"What would be the social values of qualities like these throughout our population today? What would be the value of trying to teach these qualities through popular marksmanship training?"
CORE—"Activity"

Table I is offered to illustrate the many activities which could be built around a rifle marksmanship program. As the Scout movement for years has offered an incentive for boys and girls to learn many things, it seems that a marksmanship program should offer incentive for youth to participate in many worthwhile related activities. How might these activities in Table I be matched with public school activities?

TABLE I

- | | |
|----|--|
| | Activities Around A |
| | Rifle Marksmanship Program |
| I. | Social Guidance |
| | A. Sportsmanship |
| | B. Safety Supervision |
| | 1. range management |
| | 2. target operation |
| | 3. general handling of guns |
| | C. Club Organization |
| | 1. leadership |
| | 2. courteous give and take discipline |
| | D. Match and Tournament Management |
| | E. Communication |
| | 1. teaching each other safety, marksmanship, and range |

- management
- 2. propagating ideas of safety, good sportsmanship, peaceful rifle competition, and acceptable operation of the rifle
- 3. writing match and tournament news, and news of safety

II. Citizenship (learning the social values)

- A. Turning from guns as weapons of war to guns as instruments of peace in international rifle matches
- B. Turning from guns as weapons of death to guns as safe instruments of artificial-target sport
- C. Turning from promiscuous street firearms to safe range marksmanship
- D. Turning from the killing aspects to a mechanical appreciation of guns and their operation

III. Mathematics

- A. Sighting (science, physics, and

mathematics involved)

- B. Micrometer sight adjustments
- C. Range getting
- D. Ballistical problems
- E. Target scoring, averaging scores, etc.

IV. Work Projects

A. Wood

- 1. stock making, repairing, finishing, etc.
- 2. making cartridge blocks and other accessories
- 3. work on the range

B. Metal

- 1. study of gun metals, barrels, and trigger mechanisms
- 2. methods of bluing metal
- 3. work on the range

C. Sewing

- 1. making shooting jackets, gloves, mats, etc.

D. Printing

- 1. making practice targets, score sheets, challenge forms, etc.

The writer is certain that teachers acquainted with rifle marksmanship have even more activities to add to this table.

Direct Election of the President Won't Work

RESOLVED : That the President of the United States should be elected by the Direct Vote of the People.

If you were to ask the average man in the street today if he favors the election of the President of the United States by the direct vote of the people, his answer would most probably be yes. In fact, if you questioned him further, he might insist that that is the way in which we elect our Presidents today. He might know that we have something known as the Electoral College, but he would probably insist that in effect it was his vote that actually elected the President. While Mr. Average Man would be partially right, he would be surprised if he actually knew the implications of changing our system of electing our Presidents from the existing one to the direct election plan that the affirmative propose.

It may surprise the high school debater

HAROLD E. GIBSON

Coach of Debate

MacMurray College

Jacksonville, Illinois

to see the title of this article, "Direct Election of the President Won't Work." This really means that when all factors are taken into consideration, that there are so many practical difficulties to the adoption of the affirmative plan that it will never be adopted by the people of the United States. To prove this point, we will show some of the practical problems that will develop if the affirmative plan is adopted.

Direct election of the President will tend to take away the power of the individual States. This government was first formed by the consent of the individual States. In forming the government, these States retained certain powers for themselves, and one power thus retained was

to determine who should have the power to vote within the borders of the State. If we elect the President by the direct vote of the people, it will be necessary for the qualifications for a voter to be the same in every state. This means federal control over the States in this matter. No longer could an 18 year old vote for President in Georgia (as is now the case) unless 18 year olds were allowed to vote in all States. The plan would make the qualifications for voters for President uniform and thus would take away all of the power of the States of determining who shall vote within their borders for President.

The direct election of the President would lead to much fraud in Presidential elections. Today we have certain States where there is an overwhelming majority of one party and so there is no need for corruption in order to win these States. In the States where the election is usually close, each party is watching the other for any semblances of fraud. Now let us see what would happen if the entire system were changed and all votes counted individually. Who would be on hand to see that the ballot boxes were not stuffed in the areas that are almost entirely Democratic? Likewise who would watch the Republicans in the areas where they have almost full control? It is very apparent that fraud and corruption might be rampant under the affirmative plan.

The plan of electing the President by the direct vote of the people won't work, simply because there is practically no possibility that the change can be made. In order to make this change, an amendment to the Constitution must be ratified. We have two groups of States that would never favor such a change. The first group includes those small States with the smallest number of electoral votes. Since they have two votes because of their United States Senators and one vote for each Representative in Congress, those States with three or less Representatives would probably oppose this plan. We actually have 14 States in this group. The other group is the South, which includes 11 States. These States are overwhelmingly Democratic, and their consistent vote for that party has earned them the name of the Solid South. They would oppose the direct vote because it would take away from them the right to determine who

shall vote within their borders. It would be the old fight about Civil Rights over again.

When we have at least half of our States that will oppose the affirmative plan, we can see that it has practically no chance of being ratified as an amendment to the Constitution. We contend that any proposal that really hasn't any chance to be ratified, is a plan that just won't work.

From the standpoint of the practical politician, it would be unwise to elect the President by the direct vote of the people since it would make the Democrat party almost unbeatable in national elections. Under the system that we have today, most political analysts claim that while the Democrat party must have 52 per cent of the popular votes (in an election between two major candidates) in order to be certain of winning, that a Republican candidate can win with only 48 per cent. This is true because of the overwhelming majorities that the Democrats roll up in the Solid South.

Now let us see what would happen if the direct election system were adopted. In 1948, only 6 per cent of the voters of South Carolina went to the polls in the Presidential election. The election results, however, showed that the Democrats got 95% of the votes cast. They only had 6 per cent voting because the outcome of their election of Electors to the Electoral College was known in advance. If every vote counted for President, many more than 6 per cent would go to the polls. Let us assume that 50 per cent of the voters went to the polls in South Carolina (as was the case in Illinois), and that the percentage remained at 95 per cent democratic, we can see that the Democrat party would gain so much in the Solid South by the adoption of the affirmative plan that it would almost assure the election of Democrat candidates for years to come.

PLANS FOR ELECTING THE PRESIDENT

Since there has been so much agitation for changing the system of electing the President of the United States, many different proposals have been presented. The five major proposals will be listed below. The first one is the proposal of the affirmative. Any one of the remaining pro-

posals can be defended by the negative, if they choose to do so.

(1) **ELECTION BY POPULAR PLURALITY BY THE NATION AS A WHOLE.**

This is the affirmative proposal. Under this plan each citizen would have one vote for President regardless of where he lives. It will be necessary to establish a uniform set of qualifications for voters in all States for this Presidential election, and the control on the conduct of the election will have to be by the federal government instead of by the state governments. The establishment of this system would reduce the influence of the small States and the states with small voting populations and will increase the influence of the large states and the urban centers in elections of the President.

(2) **ELECTION BY PLURALITY IN A MAJORITY OF THE STATES.**

Under this plan, each state would have one vote for President. A plurality of the 62,117 votes of Nevada or the 101,425 votes in Wyoming would have just as much to say about who would be our next President as a plurality of the 6,111,530 votes of New York.

(3) **ABOLITION OF THE ELECTORAL COLLEGE BUT THE RETENTION OF ELECTORAL VOTES AS WE HAVE THEM TODAY. THE POPULAR VOTE WILL BE TRANSLATED INTO ELECTORAL VOTES IN DIRECT PROPORTION TO THE NUMBER OF VOTES CAST FOR EACH CANDIDATE.**

This is the system of "proportional representation." Essentially "proportional representation" means the elimination of the "unit vote" system and the adoption of a scheme whereby each state retains its present number of electoral votes, but the popular vote is translated into electoral votes and divided among all candidates according to the percentage of the popular vote received by each of the candidates in the State.

In order to interpret what would happen under this system, take the case of the California vote. With a few over 4 million votes cast, it would take approximately 160,000 votes to receive one electoral vote. Thus Truman would have had approximately 13 votes in this State; Dewey almost 12 votes; Wallace a little

more than one vote; and the remaining candidates would receive fractional votes in the 1948 election. This proposal is the most logical one for the negative to present and defend.

(4) **DETERMINATION OF THE ELECTORAL VOTE OF EACH STATE ON A DISTRICT BASIS.**

This may be done in one of two ways.

(a) The state could be divided into as many districts as the state has electors, or (2) The Congressional districts may be used and two electors be elected at large in the state. There is great danger that political maneuvering might "gerrymander" the state so that the dominant party would always be able to gain a maximum number of electoral votes.

(5) **ABOLITION OF THE ELECTORAL COLLEGE AND THE TRANSLATION OF THE POPULAR VOTE INTO INDIVIDUAL ELECTORAL VOTES ON THE "UNIT VOTE" BASIS.**

This proposal is just about what we have without the red tape of the Electoral College. All of the shortcomings of the present system would still exist except for the elimination of the useless expense of having the electors meet and vote.

POSSIBLE NEGATIVE STANDS

The negative debater will quite naturally ask if the wording of this debate question forces him to defend the present system of electing the President of the United States by the Electoral College. The answer is that the negative does not have to defend the Electoral College unless it chooses to do so. By the wording of the question, the affirmative has its stand clearly defined. The negative, however, can propose and defend any plan that it chooses other than the affirmative proposal. It must use judgment in making its case, however, if it wishes to win the debate contest.

The negative has two choices in planning its method of attack on the affirmative proposal. The first is the "pure negative case" and the second is the plan of the "counter attack." The possibilities of the two systems will be discussed below:

When a debate team elects to present a "pure negative" case they prepare themselves to spend all of their time in attacking the proposal of the affirmative. In the "pure negative case" the negative

team does not present any constructive case to counterbalance that of the affirmative, but rather confines its efforts to attacks upon the affirmative proposals.

In this debate, the affirmative will logically present their case as follows:

(1) There is a need for a change in our system of electing the President; (2) The best method of electing the President is by the direct vote of the people; and (3) This change would remedy the evils of the Electoral College system and have additional benefits. When the negative presents its "pure negative case" their attack would be somewhat as follows: (1) The election of the President by the direct vote of the people is not desirable; and (2) If we changed to the system of electing Presidents by the direct vote of the people, certain inequalities and evils would develop. The negative would not even attack the affirmative argument that there is a need for a change. They would be spending most of their time proving that the proposal of the affirmative is not a wise one and that it should not be adopted.

If the negative team presents a "counter attack" they present a plan that will remedy the evils that are supposed to exist under the existing system of electing the President. In this particular debate the most logical counter plan for the negative to present is one in which the Electoral College is abolished but each State is allowed to retain the same number of electoral votes as it now has. Then the elections are held just as they are today, but the electoral votes of the State are divided among the candidates in direct proportion to the percentage of popular votes cast for each candidate. Such a plan will have many advantages over either the Electoral College plan with its "unit vote" system, and over the affirmative proposal.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

The dilemma is a method of strategy that may be used in debate by either the affirmative or the negative. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that, no matter which of the two answers your opponents select, their case will eventually be weakened by the answer. When properly used, the dilemma is one of the most ef-

fective methods of debate strategy.

SAMPLE NEGATIVE DILEMMAS

Question : Do the members of the affirmative team admit that in this country each individual state should have the right to control its individual affairs such as determining who shall have the right to vote in its elections? In other words, do the affirmative debaters believe in a minimum of dictation from the federal government in the affairs of the states?

IF THEY ANSWER YES The affirmative debaters are willing to admit that they are among that group who fear the constant encroachments of the federal government in the rights reserved to the states. We join with them in saying that the government at Washington is not as well qualified to say who shall and who shall not vote in an election as are the people of the particular state. For example, a high school boy of 18 could vote for President in the 1948 election in Georgia. This was not true in other states. If the affirmative plan were adopted, the rules for voters would have to be uniform and would have to be imposed by the federal instead of by the state governments. This would certainly be an invasion of the rights of the states to determine their own internal policies.

IF THEY ANSWER NO! The members of the negative team cannot agree with our affirmative friends when they say that they are opposed to allowing the individual states to determine their own rules for internal operation. The affirmative would have everything originate in Washington. They would have a bureau determine if the legal voting age should be 18 or 21 for all of the states of the union without even consulting the wishes of the states.

If such a system is adopted, we will be going just one step further toward the adoption of a totalitarian state. The rights of the individual states will be reduced just a little more and eventually we will not have any rights retained by the individual states.

Question : Do the members of the affirmative team feel that it would be wise to develop a

(Please turn to page 110)

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Quizlets Plus Other Devices

YOUNGSTERS like QUIZLETS with other devices. For example, when we bring a stack of records and play brief excerpts we have the makings for a fine quizlet program. There are no complications. Play a few bars and ask the title. Be warned. Our pupils—and probably yours, too—are very young; they will not recognize popular songs you have loved for ten or twenty years. They won't do as well with opera and classical numbers as you might have hoped. For a brief moment, may I become an educator to report that real insight in the kind of knowledges our boys and girls are gathering was obtainable at our QUIZLET programs!

With an opaque projector in the hands of our committee, another quizlet twist is possible. A picture is thrown on the screen, and the contestant is expected to name the object shown. Sounds easy? We have projected famous art selections, pictures from the daily papers, drawings by children—pictures of famous men, animals, tools, all these and many more. This is generally a time test.

In all likelihood your active mind will see more possibilities here than I have recorded. In one variation we have thrown three lines of a poem on the screen and requested the boy or girl to furnish the missing line, which is not always the last one.

If no opaque projector is available, an ordinary slide projector can be used with a more limited choice of material or a great deal more preparation. Even the SVE projector might be used, fitting the contest and accompanying questions to the slides owned by your school. Your Johnny-on-the-spot inspiration can give you great help at this kind of quizlet session. Here are the questions that came tumbling out when a slide of the harbor at Rio was shown:

1. Where is it?
2. What is the city? the river? the ocean?
3. Name three geographical terms illustrated.
4. Name another great river in the same continent.
5. Spell the country's name.

DR. CHARLES T. DIEFFENBACH

*Principal Malcolm S. Mackay School,
Tenafly, New Jersey*

6. What is grown in this great country more than any other?
7. Are the people who live here our friends?
8. Do they have a king? a president? no ruler?

Still another device that has been incorporated into QUIZLETS is the basketball standard and a basketball. This variation of our noontime fun is the most popular of all.

Competitors for the daily contest are opposed by pupils on the gymnasium floor. The latter are given a basketball. When the question is read to the quizlet kidlet, the basketball neophyte is instructed to "shoot". If he succeeds in "shooting" the basket before the question is answered by the "intellectual" on the stage, the latter sits down and the former holds his place. The same person may answer wrongly as long as the would-be athlete fails to shoot the basket. The latter can keep on shooting as long as the correct answer has not been made. Ties may be called when shot and answer are reasonably close together. And both contestants may be invited out if neither seems to be showing any possibility of accomplishing his purpose.

This fun has endless by-ways. After one round we can reverse the competitors, inviting the athletes to the stage and the questioned to the basketball court. Girls might shoot as boys answer the questions. We've had fantastic results with lower graders shooting light, rubber balls and upper graders struggling with the not-too easy questions.

Still another stunt is to have the boys and girls on stage choose their basket shooter and play as a team against another pair. For the first round, the quizlet half of the team works against the shooter of the other team chosen to oppose him; on the second round the basket shooter of the winning combination is in action. Both fall when either fails! At the end we can have two winners or we can turn the teammates into competitors and require

that one of them wins quizlet and shoot before gaining the day's victory.

The more extemporaneous, the more fun. Because this particular QUIZLET depends for its popularity on the fact that a member of the audience turns the pages of the dictionary, the questions have to be "hot off the griddle". Unless you are ready for it, perhaps discretion would be the better part of valor as regards the use of this one.

TRAVELOGUES

This excellent geography quizlet has been repeatedly requested. Lower graders who have never read a map can come along successfully too. Here's the way we play it.

The contestants are informed that they are at New York City and that they are traveling westward. Each successive traveler as he pauses at the microphone must name a city, state, river, mountain, etc., that he may pass as he goes westward from the previous point mentioned. Too great a jump is criticized by the director, and the contestant is given one more chance. On the particular day of which I speak the tour took this direction:

New York, New Jersey, Pittsburgh, Detroit, Mississippi River, Colorado, Salt Lake, California. (Many side trips north, south, and east contributed to the failure of some travelers but two by this time.) Hawaii, China, India, Iran, Egypt.

The lower grade pupils in the contest were permitted to stay in the quizlet by answering questions like "What are you traveling on now?" or "What do you see now?"

A second quizlet of the same nature took its contestants south from New York right to the South Pole and around the other side. Consternation as we headed north again, but eventually a winner came through—although not all the way back to New York.

Tricks have been played. Competitors have carefully chosen as their partners the best in the audience only to find them pitted against the one of their choice in a quizlet singles match. What a groan!!!

Another extra device is the dictionary. The director has needed a facile originality in this form of quizlets. He opens the book at random, picks the first legitimate word on the page, and propounds the first

reasonable question that "pops" into his mind. He prays that it will "pop" with power. Using an elementary school dictionary, results are reasonably successful, a "What-is-it?" contest usually developing from pictures on the pages. Once in a while, clever touches are forthcoming. Let us suppose we open at BOW. A possible question—"Name three kinds of bows." Or "Who in literature used the bow to great advantage for his country?" "For his friends?" Or "What are the seven colors of the rainbow?" Or "Pronounce the word in two different ways." Infinite possibilities again.

As the page was turned one noontime, the following words turned up and the following questions were asked.

Mushroom—What is the difference between a mushroom and a toadstool?

Roast—Name a word that rhymes with this one.

Stay—Use this word in two different ways.

Mirage—Where do people often see mirages?

Guitar—Is this a foreign bird, a musical instrument, or a Greek coin?

Maxim—Does a maxim have a long tail, a sharp edge, or a rich meaning?

Incandescent—Name something that is incandescent.

Faucet—Spell the word.

Shell—Is the vowel in this word long or short?

A LEAP YEAR QUIZLET

February 29th was a Sunday in 1948, but any school day during Leap Year is fair game for this kind of Quizlet. As it was operated, girls were called to the stage—chosen by any means, perhaps February birthdays—and asked to pick the boy from the audience they thought could help them in the contest more than any other. Did the gals pick the "brains" or did they choose on some other basis? You'll have to guess the answer.

Once chosen and introduced a la microphone, the questions may follow any given pattern. The difference between this quizlet and all the others lies in the fact that the pairs can decide an answer in conference. But they don't—often.

MORE AND MORE

Anyone who has read this far can write additional chapters. SCRAMBLED
(Please turn to page 109)

How a Voice Class Grew in Junior High

"MISS A...., my mother is very interested in having me take-singing lessons and would like you to recommend me to a good singing teacher."

"Miss A...., would you be willing to give me singing lessons after school? My mother said that she will pay you for the lessons."

"Say, Miss A...., when will you be able to start giving me some private vocal lessons? I've been waiting to start them ever since you said that I had a nice voice in class the other day."

These and many other questions on the same order were responsible for my first thoughts of a vocal class in our junior high. In all my training for music teaching, I had always been impressed with the statements of various music professors who said that it was dangerous to extensively train a young voice. "The safest time to start training a voice," I was told, "is after the child has reached about sixteen years of age." The professors would also tell us that due to the rapid maturity of some pupils' voices, there were a few exceptions who could safely be started earlier if properly trained.

It was easy to see that my professors were quite correct in their assertions, as a child's voice (or an adult's voice) is a precious, delicate instrument that needs to be handled very carefully. Despite the fact that I recognized this sound advice, I continued to think seriously of a voice class.

At the beginning of the new term, I approached my very understanding principal and presented this idea to him. I would slowly and carefully give voice lessons to the students, who were so inclined, during one of my lunch periods. My principal not only agreed but went one step further and let me have one period a week (during school time) to do this. The boys and girls were delighted with the principal's decision.

We began to vocalize for a few minutes every lesson day. The pupils enjoyed this, especially as they knew that each exercise was given for a definite purpose. As the term progressed, each student learned a piece and then performed it for the others. Together, we offered construc-

LENORE ADUBATO

*Teacher, Cleveland, Junior High School
Newark, New Jersey*

tive criticism to the performer as to: posture, breath control, enunciation, and phrasing. At the end of a designated time about two weeks later, the pupil repeated the same song and we carefully checked for improvements.

The students were permitted to choose their own selections from a group of pieces having a suitable range for their type of voice. Some of the selections used that first term were:

1. "Only a Rose," from Rudolf Friml's operetta, *The Vagabond King*.
2. "One Alone," from Sigmund Romberg's operetta, *The Desert Song*.
3. "If I Could Tell You," by Idabelle Firestone.
4. "Ave Maria," by Franz Schubert.
5. "Without a Song," by Vincent Youmans.

At the end of the term the pupil selected a piece of music that he felt he could perform best and used it as his recital piece. The recital was then given for the music foundation classes. It was very gratifying to see a noticeable improvement in most of the students' singing at this time.

The next term brought a pleasant surprise to both the pupils and me, when we were notified that the voice class would meet every day during the third period. The class increased to sixteen in number. Now we had ample time to vocalize every day and strive for good breath control, better enunciation, good pitch, perfect tempo, better interpretation and better sight reading. The students were called upon to perform as soloists for assembly programs, in certain affairs of the community (in churches, community house, or Y.W.), and as soloists for choirs and glee clubs in our school. The sight-reading, tone, breath control, improved considerably. We also carried on "a better pronunciation and enunciation" project during this term.

The selections used were similar to those of the first term. A few of them were as follows:

1. "Sylvia," by Oley Speaks.

2. "On the Road to Mandalay," by Oley Speaks.
3. "At Dawning," by Charles Wakefield Cadman.
4. "Song of the Vagabonds," by Rudolf Friml. (A great favorite of the boys in the class).
5. "'Neath the Southern Moon," from the operetta, Naughty Marietta, by Victor Herbert.
6. "My Hero," from the operetta, The Chocolate Soldier, by Oscar Straus.
7. "I Love You Truly," by Carrie Jacobs-Bond.
8. "The Bells of St. Mary's," by A. Emmett Adams.
9. "The Donkey Serenade," from the Firefly, an operetta by Rudolf Friml.
10. "Rose Marie," from the operetta of the same name, by Rudolf Friml.

All the pupils learned these songs (and many others) and then chose one of them for the recital, which was again repeated

for the music foundation classes. At times songs like "La Paloma" (The Dove) by Sebastian Yradier were performed in parts, but the majority of the songs were sung in unison.

The vocal class continued on this order for the following term and is to be continued. The class increased so much in size that I had to limit the number. The interest, seriousness of the pupils as well as improvement in general has continued.

As a student becomes more advanced, he is permitted to select pieces other than those learned in class. The students are expected to perform these to the same degree of perfection as the other pieces. The "carry over" is quite noticeable at time, as the students try hard to remember the things that they have learned in class.

I sincerely hope that the voice class will be recognized as a regular class in the junior high school in the near future. It is my opinion that such a class is immensely worth-while to the students.

Physical Education on the Air

SCHOOLS are beginning to utilize the radio more and more as a means of interpreting their programs to the public. Twice a month Walled Lake Consolidated School presents a fifteen minute radio broadcast over a local station. The following manuscript, which explains what physical education is and how it can contribute to the full growth and development of an individual, was presented by the Physical Education Department at one of these broadcasts. It is believed that this manuscript could be easily adopted by other schools for similar purposes.

Announcer:

Walled Lake Consolidated School now presents its ninth in a series of public relations programs. Today's program is being sponsored by the physical education department. A five-member panel will endeavor to explain what the physical education department is attempting to accomplish towards preparing students for their place in society. The five members of the panel include Mrs. Katherine Foster and Mr. Rolland Langerman, both physical education teachers at Walled Lake Consolidated School; Mrs. Sauber, an interested parent; and Shirley

CATHERINE FOSTER AND
ROLLAND LANGERMAN
*Walled Lake Consolidated School,
Walled Lake, Michigan*

Hueber and Bert Ayles, both students at Walled Lake High School. I now present Mr. Langerman.

Mr. Langerman:

We welcome this opportunity to describe what our physical education program is striving to accomplish and to explain more clearly just exactly what the term "physical education" means. From this discussion today it is hoped that parents will recognize that physical education can contribute as much as other school subjects to the full growth and development of their children. First of all, it should be understood that "physical education" means more than just "physical exercise." Actually, physical education is the educating or teaching of boys and girls through physical activities. We teach individuals by utilizing physical activities while other school subjects proceed mostly by intellectual means.

Mrs. Sauber:

Do you mind if I interrupt just a minute to ask

a question?

Mr. Langerman:

Of course not, Mrs. Sauber.

Mrs. Sauber:

You said that boys and girls are taught through physical activities. What I would like to know is what do you teach them? Football and basketball?

Mr. Langerman:

I am glad you asked that question. It is true that we do try to develop athletic skills in football, basketball, and various other sports, but this is only a small part of the total picture. In addition to this, we try to develop good health habits which can be taught along with our regular program, such as the need for taking showers after activity, the desirability of being physically fit, and the importance of health examinations and first aid. Also we try to develop an understanding and appreciation of various sports through knowledge of rules and skills involved.

Mrs. Foster:

If I may, I would like to help you answer Mrs. Sauber's question by explaining something else which we are striving to teach.

Mr. Langerman:

I wish you would, Mrs. Foster.

Mrs. Foster:

We try to develop favorable character and behavior traits such as courtesy, cooperation, sportsmanship, and other worthwhile personality characteristics vital in our Democratic way of life. It should be clearly understood, however, that we are not professing to have developed a phenomenal "character building device" in which problem child, Johnny, enters at the start of the semester and departs the perfect child at the end of the semester. Nor do we imply that your son and daughter will rush home and offer to cut the lawn or wash the dishes for you that night. We do contend, however, that to some degree we do influence the development of desirable social relationships and behavior traits. Our uncertainty as to how greatly we influence an individual arises from the fact that although a child may have a cooperative attitude in our classes, we are not certain that this same person will display a cooperative attitude in everyday life. We do hope it is carried over.

Mrs. Sauber:

More specifically, Mrs. Foster, could you tell me just exactly how you go about developing these various traits?

Mrs. Foster:

Certainly. The nature of the physical activities included in our program is such that indi-

viduals must constantly work and play with one another. It follows that situations arise continually from these social relationships in which individuals are in conflict with one another, and we endeavor to explain what is right and what is wrong and to develop desirable reactions.

Mr. Langerman:

Bert, you look as though you have something on your mind.

Bert:

Yes. We play badminton in our classes. Does this activity build character?

Mr. Langerman:

Yes, it does to a small degree; however, badminton has a more important value. It is one of the sports that we have introduced because of its post-school value. It is a leisure time activity—one of the activities which we feel you will have more of an opportunity to use after school hours and after graduation. Such activities are different from such sports as basketball and football because they require less facilities and less stamina. In other words, we want to teach you some activities which you will be more apt to use as you grow older.

Bert:

Do you mean, then, that football and basketball have no value in our program?

Mr. Langerman:

Not at all. Those sports have much to contribute towards character and social growth and toward development of athletic skill. These sports, however, do not have a leisure-time value.

Shirley:

Is social dancing another of these leisure time activities, Mrs. Foster?

Mrs. Foster:

Yes, Shirley, but social dancing is also included in a group of activities which are mainly concerned with coordination and activity for the sheer joy of responding to music. We call this rhythmic activity. Under this grouping are Folk dancing, square dancing, modern dancing, and marching.

Shirley:

Another of the activities which I like is our recreational program in which boys and girls participate together in various sports. I like it because it gives the girls a chance to play with better players and to follow stricter rules. It gives us something to work for, trying to be as proficient as the boys. Of course they get exasperated with us when we do something wrong, but it teaches them to be tolerant toward the weaker sex, to respect and be courteous toward

us, and, believe me, we like it.

Mrs. Foster:

FINE, Shirley! That's the girls' viewpoint. What is the boys' viewpoint, Bert?

Bert:

Well, the way I see it, the corecreational program is a lot of fun and a lot of work. The fun part is playing the game itself; the work part is trying to teach the girls how to play. Volleyball is a good game to teach the boys and girls to work together and to be courteous toward one another.

Shirley:

We know that the ball is supposed to go over the net, but sometimes we don't get a chance to put it over, because you boys want to do all the playing. And as far as knowing the rules—

Mr. Langerman:

Now wait a minute you two! Let's not get involved. This is an example, radio audience, of the enthusiastic responses which our corecreation program receives. It is believed that even through friendly arguments, the boys and girls learn to cooperate. Mrs. Sauber, you haven't had much of a chance to enter our discussion. Would you like to say something now?

Mrs. Sauber:

Yes, I believe the general public has never become very well acquainted with the physical education program because of the wide publicity enjoyed by the athletic programs in our schools. Until today, I have not realized the large number of activities which are incorporated into your program or the contributions which it makes to the general education of our students. The popular conception is, I believe, that it consists mainly of physical exercises and running races. You have given me a completely new picture. I hope others will realize as I do how invaluable physical education is in our schools.

Mr. Langerman:

I agree wholeheartedly with what you have to say Mrs. Sauber. I'm glad you brought out the fact about athletic programs receiving such wide publicity. Competitive athletics have a great appeal to the public, but it should be realized that the athletic program reaches only a very low percentage of the total number of boys in the senior high school. But don't get me wrong! Athletics are valuable and do have definite contributions to make. However, greater effort should be exerted by the schools to interpret their regular physical education program to the public.

Mrs. Foster:

I believe that if the public would recognize the importance of physical education there

would be greater cooperation in the part of that minority of students who dislike gym classes.

Mr. Langerman: Very true, Mrs. Foster.

Mrs. Foster:

In regard to Mrs. Sauber's reference to the type of activities the general public thinks is included in the program, such as exercises and running races, it might be wise to tell our audience what is included in our program. Shirley will tell what is included in the girls' program. Shirley:

Well, in the fall we play soccer and speedball. In the winter we play volleyball, basketball, and tumbling, and in the spring we have archery and track. All year we have clogging, folk dancing, social dancing, marching, good posture development, table tennis, softball, badminton, relays and games, field hockey, and golf.

Bert:

I could tell what the boys' program includes.

Mr. Langerman: Okay, Bert.

Bert:

In the fall we have football, speedball, and soccer, while in the winter we have basketball, volleyball, badminton, wrestling, gymnastics, and tumbling. We even went ice skating several times. In the spring it's softball, track and field events, archery, and golf. We learn the fundamentals of all of these activities.

Shirley:

Why don't you play a medley of some of the dances we like so well, Mrs. Foster?

(Mrs. Foster plays 2 or 3 dances on the piano as follows: The Minuet, Strip the Willow, and the Clap Dance)

Mr Langerman:

Thank you, Mrs. Foster. With this, we conclude our program for today. It is hoped that this discussion has enlightened our radio audience as to what physical education is and what we are striving to accomplish through our program. Any comments or questions concerning this discussion will be welcome.

Announcer:

This program has been sponsored by the physical education department at Walled Lake High School. Two weeks from today the Walled Lake School will present another in its series of public relations programs.



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ASSEMBLY PROGRAMS

for December

When the holiday season is at hand, there are many ideas for programs for those three weeks which precede the vacation. Much music has been written for this time, and undoubtedly it is being worked by the various branches of the Music Department. There is much by way of story and legend which unless retold each Yuletide season is greatly missed. There is also another side of our holiday merry making, that of the giving. This is best exemplified perhaps by the sale of the Tuberculosis Seals and our gifts to the needy at Christmas time.

With these facts in mind, the following plan for three assemblies was made. The suggested numbers on each program were selected for their appropriateness, but there are many others which might have been suggested. These have been tried and found to be fitting for the occasion.

December 5-9

Music Department in charge

The program should be started with the Presentation of the Flag and the Pledge of Allegiance, which make one part of every program which should be handled with dignity and regularity, for we should be ever mindful of the rights and privileges which we share in these, our, United States.

The program:

Orchestra Numbers

Impresario Overture Mozart
Allemande for String Orchestra Rousseau
Three Seventeenth-Century Tunes Valerius-Kindler

Spirit of Christmas Fantasia Reibold

Here should follow remarks by the Orchestra Director or president of the Orchestral Group. The student body is interested in the plan of the group for concerts and other public appearances planned by them.

Mixed Chorus

Hail, Our Redeemer Rhea
Carol of the Bells Leontovich
Lullaby on Christmas Eve Christiansen

In this number there is opportunity to feature one of the group who has solo possibilities.

James Thurber, American Humorist

Drama Student

We present James Thurber who was born

IRENE GRAY

Grand Junction High School

Grand Junction, Colo.

December 8th, 1894, just 55 years ago. Humorist author, James Thurber has given much to our American way of life and helped to lighten the hours which were dark and unsavory. The following cutting from one of the selections of his "Thurber Carnival" will show his wit and good humor. (Note: This presentation should give more of the facts concerning the life and work of Thurber. It is included to give the necessary light touch to the program. The cutting should be made by the student from any one of the selections found in Thurber.

Girls' Chorus

How Lovely Are Thy Dwellings Cain

Lo, How a Rose E'er Blooming ... Praetprois

This last group should be prefaced by remarks by the director, so as to present him to the student body and to tell the student body of the work of the group.

December 12-16

T. B. Seal Sale Committee in charge

This program should inspire greater effort on the part of each individual group, such as homerooms that handle the sales, to work harder to collect money for this program. The program of the T. B. Seal Sale Group might well be termed a "worthy cause" had not the phrase become trite from over use. As it is, the idea can be "put over" by using a bit of humor, with solid facts which are available from the central committee in your town.

The Program:

Following the Presentation of the Flag,

Present faculty chairman and student aides

What are the duties of this group

What services can they render the individual groups

Regulations which they must adhere to

Where seals may be sold

Collections

Activities which may further the sale

Homeroom auctions

Bally-hooing in the halls during the noon hours

Various other types of publicity appropriate

to the school program
Ideas for Activities:

Last year's sale

This year's quota

Singing commercials

Take-offs on the more common singing commercials heard over the radio.

Example:

Three people in front of the microphone. The first is dressed in street clothes and has collected data on the local sale of seals in previous years, the present year so far, or that of a nearby community.

Interruption:

Second two dressed in loud costumes such as clown suits, vaudeville type costumes, or a conglomeration of clothes such as might be worn by a circus clown. At intervals, sing

Buy T.B. seals, this very day,
They cost so little, yet they pay.

You will then be in the swing,
When these seals to a friend you bring.

(With apologies to the Pepsi Cola Ad)
Stand like wooden soldiers, left hand extended, each time bringing a new variation. It is a simple idea but always creates a laugh. Make-up or action helps to create a comical situation.

December 19-23

Student Council in charge

Each year in every community there are families who for one reason or another will not have a happy time at Christmas. In thinking of these people, especially the children who look longingly into the store windows, most high school students feel that a big part of their preparation for that wonderful day is what they do to help others. Not the least of this help is their "White Christmas" for a needy family.

The following plan has been followed very successfully in Grand Junction, Colorado, over a period of years.

Each year, several weeks before Christmas, representatives of the Freshmen Class go to the County Nurse and obtain a list of names of needy families in their community. This list, although not sealed and put under lock and key, is kept confidential, and that confidence is greatly respected by all of the young people who work on the program. Each homeroom in the school is then asked to sign up for one or more families, according to the size of the homeroom group and the families it draws. Lists of the foods, clothes, and toys which should be in each basket is posted in the rooms, and the homeroom

secretary is put in charge of the list for his own particular needs. It takes much planning and careful scheduling of the time available to work on the project to have the basket ready for the Christmas program which immediately precedes dismissal for vacation. At the close of the program, the Freshmen deliver the baskets to the homes they have helped to be a little more happy at the holiday time.

Since this assembly immediately precedes dismissal for the holidays, it is set for 2:00 in the afternoon. This gives the homeroom time to finish last minute business and work on the baskets which they have decorated, filled with the necessary clothing, foods, and toys before taking them to the assembly. Much controversy has been carried on concerning how these gifts were to be presented. One plan which is favored provides that the baskets be placed around the stage or gym floor, with the representatives from the homerooms behind each. Another favors keeping the baskets back stage and having the representatives bring them in, in formation, as the last carol is being sung. Each plan has its advantages.

Christmas Assembly Program:

Presentation of the Flag .. Freshmen Officers
Christmas Carols Mixed Chorus and students

Mixed Chorus standing on risers behind the band.

Silent Night

God Rest Ye Merry Gentlemen

The First Noel

Narration—The story of how the carol was written, band in background

White Christmas Triple Trio, Mixed Quartette, or other Vocal group, accompanied by Band

Christmas Talk Student Body President
,Cantique de Noel Student Soloist with Band

The story of the poem, "The Night Before Christmas".... Taken from Coronet, 1946

Presentation of White Gifts

Carols:

O Little Town of Bethlehem

It came Upon a Midnight Clear

Talk, The Spirit of Christmas High School Principal

Carols:

Hark the Herald Angels Sing

Oh, Come All Ye Faithful

The band continues playing a medley of Christmas music as the student body is dismissed for the holidays.

News Notes and Comments

CARE NOW OFFERS "FOOD FOR THE MIND"

A new CARE program provides books to be added to its food and textile package service to war-depleted countries. Books purchased are selected from lists compiled by a professional committee headed by Luther Evans, Librarian of Congress. Contributions in any amount will be accepted by the CARE Book Program, 20 Broad St., New York 5, N. Y.

A HOPEFUL SIGN

Reports indicate that an increasing number of schools are arranging their schedules so as to limit them to one game per week and confine competition to Friday and Saturday. This is sound. In line with this thought comes another expression, namely, to limit the number of contests in all sports.—Editorial by P. F. Neverman in *Wisconsin I. A. A. Bulletin*

Small schools find it possible to have an attractive and effective newspaper with the help available to them through the National Duplicated Paper Association, Blanche M. Wean, Chairman, Danville, Indiana. The N. D. P. A. supplies a complete service in this field.

"High School Athletics Are What You Make Them"—by Rhea H. Williams, Athletic Director at the University of Texas—in the October number of *Texas Outlook* has aroused favorable comment among school people who are familiar with current problems of high schools.

The problem of rivalry among the high schools of Minneapolis is being made the subject of a series of meetings of the high school principals of that city.

BEHAVIOR REPORT OR NOTICE OF MISCONDUCT

"You are requested to report to your home-room at 3:15 today for a mutually satisfactory settlement of a problem or misunderstanding.

Employers are influenced by good school reports. A good school record will enable you to obtain better recommendations, references, and employment opportunities.

Reduce the number of these reports to a minimum. After three have been issued your home will be informed by mail."

So goes a guidance slip suggested by a joint

committee of pupils, teachers, administrators, and parents. John Spalic, Cheswick, Pa., wants to know what *School Activities* readers think of it.

The Boy Scouts of America (1,500,000 members) will celebrate its 39th birthday from February 6 to 12, 1949.

A CHRISTMAS PLAYLET FOR STUDENT GROUPS

"Footballs and Powder Puffs," by Anna Manly Galt, which was published in an earlier number of *School Activities* has been in so great demand that reprints have been made available. It is a 15-minute play with a cast of four boys and five girls. It can be produced in a few days and will fit almost any program at Christmas time. The plot is interesting, the lines are clever, and the effect is good. Send fifty cents to *School Activities* for a set of ten copies.

The Texas Music Educators Association has formally requested the Texas University Inter-scholastic League to establish a State Music Competition Festival to encourage "more highly specialized competition".

We do not hesitate to say that if high school superintendents, principals and coaches do not resist vigorously this inroad on amateur athletics in our high schools, our fine system of athletics is due to go the way of college football, where the coach is paid more than the president and the control of athletic policy is outside the province of the administrative office.—Editorial in *Georgia Education Journal*

December fifth has been announced as the closing date for entering manuscripts for publication in the *Annual Anthology of High-School Poetry* published by the National High School Poetry Association, 3210 Selby Ave., Los Angeles 34, Calif.

Over a thousand students, teachers, and administrators from about 40 Southeast Texas high schools attended the annual Student Activities Conference in Houston, October 15.

For the third consecutive year Clayton, Missouri, continues to pioneer by charging no ad-

mission to athletic contests played at home.

Several years ago the late Fielding H. Yost was asked to prepare a statement on sportsmanship for inclusion in the Michigan High School Athletic Association Good Sportsmanship Poster which is distributed annually to high schools of the state. This was his statement:

"Sportsmanship is that quality of honor that desires always to be courteous, fair, and respectful, and it is interpreted in the conduct of players, spectators, coaches, and school authorities."

The National Soap Sculpture Committee has announced the opening of its 23rd annual competition for Small Sculptures in White Soap. Prizes totalling \$3,525 will be donated by Procter and Gamble. Further information may be obtained by writing the National Soap Sculpture Committee, 160 Fifth Avenue, New York 10, N. Y.

STUDENT COUNCIL SURVEY

About one-fourth of the small high schools of Texas—schools with less than 300 students—have active student council organizations. About half of the councils are set up with written constitutions. One-fourth of them are affiliated with the state or national association of student councils or both.

Scholarship is the deciding factor for eligibility to hold office, and the chief objective of the councils is to establish better understanding and cooperation between faculty and students. Most of the councils are responsible for planning school assemblies.

In some instances administrators of the small schools indicated that a power of veto was necessary to curb council activities.

These facts came to light in a study made of "The Student Council in the Small High Schools of Texas," by A. D. Wood, principal of the Goliad high school. Questionnaires were sent to principals of 700 small high schools, and the analysis was made from 444 returned questionnaires.

The accent on skill in our youth programs not only obscures the basic values inherent in the activities but worse than this it arbitrarily selects for attention those children already somewhat skilled who need this teaching least, while at the same time overlooking or discarding the inept, the shy, the dull, the backward—the very ones who need attention most. Children that are average and higher get more training while those below average get little or nothing.

Basic values are far more important than increasing skill. Isn't it about time that we emphasized making children better instead of and only making them more skillful?—From an editorial in *Youth Leaders Digest*

A series of seven student council conferences was held in Kansas during the month of October. In attendance were approximately nine hundred students from 150 schools. Each group of students was accompanied by a sponsor, in many cases the high school principal.

CHRISTMAS DOLLS FOR UNDERPRIVILEGED CHILDREN

ABC's women's service commentator, Nancy Craig, has announced regulations governing a Christmas drive for dolls for under-privileged children of the southern mountain regions, culminating in a \$5,000 prize Doll Fashion Show December 16.

Broadening the campaign this year to include her network radio audience, Miss Craig asked listeners to:

1. Mail one dollar to Nancy Craig, American Broadcasting Company, 30 Rockefeller Plaza, New York 20, N. Y., to pay for cost and mailing of a doll.
2. Design an original costume for the doll.
3. Return the doll by mail to Nancy Craig on or before Midnight, December 2.

On Friday, Dec. 16, before a studio audience, designers Jo Copeland and Irene will judge a Doll Fashion Show on the NANCY CRAIG program.

With more than 60 awards among the \$5,000 in prizes, the first prize winner will receive a Renault car. Other prizes will include fur coats, sewing machines, portable typewriters, etc. Judging will be on the basis of workmanship and originality.

Doris Jobe, senior in Fort Knox High School, makes an appeal for student councils in the current number of *Kentucky School Journal*.



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How We Do It

COURTESY REWARDED

Realizing that praise instead of criticism more often produces the best results, two of John Simpson's major organizations, the Student Service and the Times Editorial Staff, decided to do something about that fact.

What is good citizenship? What are good examples of it and how can they be found? How can it be encouraged on a larger scale in a junior high school? All these were problems facing the two organizations, and they put their heads together and came up with the idea of organizing a Good Citizenship Club.

The principle idea behind this club is that the biggest percentage of the students are good school citizens, but they should be recognized by the whole school and be rewarded. To point out these acts of good citizenship, a secret, select group of students, whose identity was a closely guarded secret, were asked to report acts of courtesy and good citizenship to the advisors of the two organizations. Then the advisors, with the help of the principal, made the final selection of students who were to be given special recognition.

The student who was selected received a citation. After he had received five citations he was made an honorary member of the Good Citizen Club.

Ninth graders, who had done outstanding work and were courteous at all times, were presented honorary membership to the club.

As results of the formation of this club, teachers and students have been praised highly from acts that make good school citizens. Now at John Simpson, poor school citizens are rarely seen as of results of the efforts of this club.

These citations and honorary membership cards were printed by our schools print shop.—HARLAN BURNS, Co-Editor, *John Simpson Times*, John Simpson Junior High School, Mansfield, Ohio.

CHRISTMAS FANCIES

The following original Christmas assembly program number was developed in my drama class. It is based upon the memories of Christmas as reviewed by two high school girls.

Two unseen narrators reveal over a microphone the thoughts of the two girls who dance as they recall the memories of Christmas. The two dance before a gauze curtain behind which

sets are changed quickly for the various scenes while the girls dance the explanatory interlude for each ensuing episode.

The first scene reveals a store during rush hours, when high school girls are buying argyle socks, and boys are buying perfume. All situations are danced in pantomime.

Scene Two shows a doll toy shop, which the two girls enter. They wind up the dolls, who dance appropriate solos: a Russian doll, a princess, Jack-in-the-Box, Raggedy Ann, two toy soldiers, a Chinese doll, a Teddy Bear, a baby doll. The girls enjoy their happy time with the dolls and the Jack-in-the-Box, who tries to escape while he is out of his box, but finally wave tearful farewells to their new friends.

Scene Three is a scene from a play presented at school, the famous one between Scrooge and his nephew Fred concerning the meaning of Christmas. Since Christmas is not complete without parties, Scene Four reveals a skating party, a skaters' ballet, danced before a scenic winter background with falling snow. In Scene Five a family is sitting before a lighted Christmas tree, the father reading *'Twas the Night Before Christmas*.

As one of the unseen narrators reads the poem the family pantomimes the opening of appropriate gifts, with expressions of joy, consternation, and bewilderment. The final scene reveals the interior of a church, with the nativity scene of the holy family and the three kings. Many worshippers pace slowly into the church repeating in choric verse reading the Christmas story, some kneeling to form a picturesque tableau with the nativity scene as the center. The lights dim slowly as an unseen choir sings *Silent Night*.—LULU BREDLOW, Director of Assemblies, East High School, Aurora, Illinois.

DANCING CLUB

It may seem unusual for a junior high school to have a dancing club. However, this club grew out of a need and desire on the part of the students to learn to dance; consequently, it was added to the school's club program.

Our school building is located at one end of the community it serves. This poor location makes it necessary either for many students to bring noon lunches with them or to buy their lunch in the school cafeteria. Since the noon hour is not consumed by the time it takes to

eat, the students have considerable time to spare. In order to provide some active entertainment during this time, the school has a noon program set up for student participation. On two days out of the week, part of the program includes a "penny" dance that is held on the auditorium stage, handled entirely by members of the student council aided by one faculty member.

Many students attended this dance but merely in the capacity of "watchers." On being questioned as to why they didn't dance, the reply was as would be expected, "I don't know how," or "I would if I knew how to dance." Hence the clubs—Boys Social Dancing Club" and "Girls Social Dancing Club"—were formed.

Officers were elected and the purposes of the clubs were discussed. To support the program, each member agreed to contribute two cents to a fund to be spent in the purchase of two currently popular records. It was agreed that the program would be quite informal so that more time could be spent in the actual process of learning to dance.

The club met once each week for a period of forty minutes. Much time was spent on the basic items such as the time of the music, the beat, and the fundamental steps. Most of the boys were very cooperative and took their turn at leading and following. As they progressed, they began to ask various questions such as: "How do I ask a girl for a dance? What if she refuses to dance? What can I talk about if she does dance with me?"

These and many more questions led quite naturally to discussions that are possibly more valuable than the acquiring of the skill of dancing. Here is the opportunity to show the importance of good manners, appearance, cleanliness of body, and personality. The boys can easily understand why no girl would want to dance with him if he doesn't meet the personal requirements, regardless of his dancing skill.

Near the end of the term the boys issued an invitation to the girls' dancing club to join them for a period of dancing. As could be expected, the results weren't as gratifying as the sponsors hoped. Both groups were self-conscious at first. However, soon the braver members of both clubs got together and started to dance. Others joined the dancing, and a good percentage of both clubs participated.

This particular type of activity has exceptional opportunities to accomplish some real good. It enables the members to acquire some skill in a social activity that will be part of their future life; it drives home the need for develop-

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
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
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\$1.00	\$1.10	\$1.10	\$1.25	\$2.40	
FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	
OTHER SIZES AT PROPORTIONATE RATES					
A FEW ARE LISTED BELOW					
TEN-SQUARE-INCH CUTS					
\$1.30	\$1.50	\$1.43	\$1.69	\$3.70	
TWENTY-SQUARE-INCH CUTS					
\$2.30	\$2.50	\$2.53	\$2.90	\$5.10	
FIFTY-SQUARE-INCH CUTS					
\$4.75	\$5.06	\$5.30	\$5.66	\$8.83	
ONE HUNDRED-SQUARE INCH CUTS					
\$7.45	\$7.79	\$8.20	\$8.98	\$13.52	

These prices advanced 5 percent on Zinc Cuts, and 10 percent on Copper Cuts, August 1, 1948

CUTS AND MATS OF FOOTBALL PLAYERS



		PRICES ON MATS											
SQUARE INCHES		NUMBER OF MATS FROM ONE CUT ON SAME ORDER											
		1	4	8	11	19	27	40	50				
12	6	30	24	18	15	12	10	07	06				
20	12	32	26	20	16	13	11	08	06				
30	20	36	30	22	18	16	12	10	07				
60	45	46	36	28	23	20	16	11	10				
100	81	76	60	47	38	32	25	19	16				
260	212	167	133	103	84	70	56	42	34				
380	347	235	188	146	118	98	80	59	47				



ing good personal habits; and it starts the adolescent boy along the right path in his relationship with girls.—**LYLE HIGGS**, Teacher, High School, Bay City, Michigan.

A SIGHT-READING CONTEST

Three women faculty members are appointed to take charge of the contest, one serving for one year, another for two, and the third for three years. One has charge of the sophomore girls, the second of the juniors, and the third of the seniors.

The contest is announced in the school bulletin, and girls who are interested are asked to get sign-up slips from the faculty sponsor, have them signed by their teachers to show that they are doing satisfactory work, and return them to the sponsor. She selects a story and divides it into as many parts as there are contestants. Then the preliminary contests are held. At first, we had the girls themselves act as judges, but there were complaints about this on the ground that it was a "popularity contest," so now each sponsor chooses three faculty members as judges. Two sophomores are chosen, two juniors, and three seniors, with alternates.

The faculty sponsors drill the candidates in reading before the mike. A story is chosen and divided into seven parts. All the girls in the school are present at the final contest, for which each faculty sponsor has obtained an outsider as judge. The prize is a five-dollar book order.—**LOUIS H. BRAUN**, East High School, Denver, Colo.

FUTURE HOMEMAKERS' FUN

Spring time is circus time; and circus time is fun time—that's why the Future Homemakers of America (Section 12) chose to hold a F.H.A. Three Ring Circus for their spring convention. Two hundred girls, advisers, and mothers from eleven San Diego and Imperial County schools convened at Escondido Union High School in April.

The morning *Fun* ring, under the direction of the ring master president, began with registration. Next followed a program of circus acts staged by the various schools in competition for a prize banner. Sweetwater with a "Sack Dance," was voted the winner.

An extra special 11 o'clock side show featured the Langley triplets and their mother. The question-and-answer period brought out interesting facts and comments concerning the lives of Billy, Nancy, and Tommy, six and a half month old babies. Child care classes at Escondido have been vitalized by the adoption (for study purposes) of these three babies. Great value and interest has been shown in combining book study with actual practice.

A baby doll and up-to-date equipment needed in the rearing of the modern wee babe was displayed also. These purchases were made possible through Sears-Roebuck Foundation funds, and were a big help in preparation for this important phase of every girl's future home life.

The noon *Hungry* Ring was satisfied with nourishing circus box lunches. After-dinner music helped with digestion. A rubber-neck guided tour of our campus gave visitors a view of our school.

Afternoon business sessions were conducted in *Animal* cages under competent trainers. The grand march led back to the Big Top for the finale of installation of officers for the ensuing year.—**FRANCES M. BEVEN**, F. H. A. Adviser, Escondido U. H. S., Escondido, Calif.

AUDIO-VISUAL CLUBS

Active Audio-Visual Clubs in both our Junior and Senior High Schools advance the work of the Audio-Visual Department in the E. E. Bass Junior-Senior High School.

Duties of the individual club members vary, but each aids the Audio-Visual program in any way he can. Some put up blackout shades and arrange for darkening the classrooms while others set up and operate the machines. The schedule clerk plans the bulletin board and keeps calendar for each machine, which may be scheduled well in advance. The projection foremen keep the equipment clean and ready for use. The shipping clerk sees that films are returned promptly. All club members wear the club pin, but only those who can qualify according to a point system wear the school insignia which is awarded after many points of service have been earned.

These clubs have proved to be real service clubs for the school. Club members keep the teachers informed concerning new equipment that is available for their use. This is done in the Senior High School not only by the individual pupil in classroom contacts with the teacher but also through an Audio-Visual Center maintained by the club. In this Center are found the latest catalogues of films, records, and recordings, and also the best magazines of the Audio-Visual world. For the special benefit of new faculty members, the club early in the school

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year gives a demonstration program, using all the varied pieces of equipment.

When the clubs were first organized in the fall of 1948 there were only three pupils who knew how to operate any of the machines. At the close of that school year, there were thirty-six trained operators in the Senior High. In this, the second year of the club's activity, we hope to train enough student operators so that there will be at least one in each class, making it unnecessary to get operators from study halls.

The Audio-Visual Clubs have meant much both to the individual club members and to the school. They have opened a new field of learning for the high school pupils. Several of our club members have held paying jobs in the community because of skills learned in the club. The school has gained not only through the services rendered by the club members, but also thru the high sense of responsibility for the school's equipment that has been developed throughout the student body.—KATHLEEN McBRAYER, Audio-Visual Coordinator, Public Schools, Greenville, Miss.

HIGH SCHOOL AS AN AGENT FOR DEMOCRACY

Central High School's student council has carried on many activities which make it known throughout the state and country as a most pro-

gressive student council.

This organization has sponsored Town Hall Meetings, Roll Room Discussions, Vaudevilles, Elections, Intra-mural Sports Activities, Conferences, Activity Ticket Sales, Slogan Contests, Essay Contests, Song Contests, Talent Shows, Assembly Evaluations, and many more commendable activities which enable everyone at Central to take part.

Each and every member of the Student Council does his best to find out what the Student Body is dissatisfied with and what can be done to remedy this situation. A Cat's Meow box is placed in the office, where the students can easily place their suggestions which may better the school. Recently we received complaints about the amount of homework given. A notice was posted on the teacher's bulletin board explaining the situation.

Central's Student Council has different committees which carry out certain duties — publicity, lost and found, elections, morale, decorations, finance, courtesy, and inter-school relations.

A Wildcat Original is compiled by the Publications Committee each year which contains all the original work of Centralites during that year.

These are just a few of the many worthwhile projects of Central High School's Student Coun-



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cil—Agent for Democracy.—**BETTY JO MAYER**,
Publicity Chairman, Student Council, Central
High School, Pueblo, Colo.

QUIZLETS PLUS OTHER DEVICES (Continued from page 96)

WORDS, like "gge", can be the basis for a time-test **QUIZ**—"GGE" is an easy one; "RETSO" is slightly harder; "CLEAR-SMB" is worse yet.

SCRAMBLED SENTENCES Like "TO TO I SCHOOL GO LIKE" "HIM THE JUST GIRL SAT TO NEXT" make for a good program. **SYNONYMS** and **OPPOSITES** taken from mental maturity determinations and **I. Q. tests** of all kinds. Library Quizlets can grow from questions like those mentioned on many pages of Phyllis Fenner's fine book, "Our Library," have been plucked bodily from that volume. Children have pleaded to use the Quiz Kid cards they were given at Christmas; and although often not well graded for our purposes, the value in group participation makes us use everything offered—at least once.

FROM THE PROFESSIONALS

QUIZLETS has attempted in a limited degree many of the regular radio stunts. We have done **FIFTEEN QUESTIONS** (after all, a Quizlet must be smaller than a quiz!) which need no explanations. We have dared a **PEOPLE ARE FUNNY** imitation. We have taken the tongue-twisters of **DR. I. Q.**, the forfeits of **TRUTH AND CONSEQUENCES**, and even the **DOUBLE OR NOTHING** stunt with points, not money, at stake.

The boys and girls on the committee have usually promoted this type of game—not a true Quizlet but a hybrid. They prepare in secret and then ask for a chance. When one "CONSEQUENCE" sent a fifth grader up to the Teacher's Lunch Room to tell a funny story, the kids were in Seventh Heaven. But, directors, you had better be around on a day like that one. The **CONSEQUENCES** are not often so civilized as that one.

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Of course, from the professionals comes the prize idea. But this is really not at all necessary. At Christmas we run a grand final Quizlet and award a book to the champ of champs. At Easter we do it again. But I repeat, the program works with the sheer joy of winning as the only reward. First graders have won; so have representatives from every grade up the scale. They are happy to see their name in the school paper or to hear their teacher praise their achievement. The prize award is the least vital of all the matters discussed here.

In conclusion, I suppose that there are direct values in our program. Whether it will "help boys and girls do better what they are going to do anyway" and produce a mass of Quiz champs, cannot be predicted. But we at Mackay are sure of other outcomes. Quizlets do make enjoyable noon hours. Quizlets reduces the discipline problem during that strategic sixty-minutes to a veritable minimum. Quizlets has just about eliminated wet feet, black eyes from snow balls, and critical parents and teachers from our winter atmosphere. And, honest and truly, sometimes I think it is educational....

Editor's note: Dr. Dieffenbach's "Quizlets" appeared in the February number of *School Activities*.

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Direct Election of the President Won't Work

(Continued from page 94)

number of minority parties in this country such as would probably result from the direct election of the President?

IF THEY ANSWER YES The members of the affirmative team seem to favor the establishment of a number of minority parties in the United States. This is just what would happen if we allowed the popular vote for all candidates to count instead of having the electoral vote. We will assume that in order to be elected under the affirmative system a candidate would have to receive a majority of the total votes cast. In the election of 1948, we had at least seven candidates in the field. Truman received 24,045,052 votes out of a total of 48,489,217 cast. Since Truman did not get a majority of the votes cast, the election would have been taken to the House of Representatives. The three highest candidates were Truman, Dewey and Thurman. Since each state has only one vote in an election of a President in the House of Representatives, almost anything could have hap-

pened under such a situation. Thurman might have received the 13 votes of the Solid South and thus have thrown the election to Dewey when the remaining states of the union divided their votes among Truman and Dewey. We can see that electing a President by a direct vote of the people would cause minority parties to develop and might result in having most of our elections decided in the House of Representatives. Such a condition would not be good for our democracy.

IF THEY ANSWER NO! The affirmative debaters do not feel that it would be wise to allow a number of minority parties to develop in this country, especially in national elections. The result of such a development would be that many of our national elections would be thrown into the House of Representatives for settlement. Such a happening would defeat democracy.

The affirmative debaters are in a serious dilemma when they say that they do not favor the development of minority parties in national elections. They are standing opposed to a system that will certainly develop if the plan of direct

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elections of the President is adopted. Since they favor the direct election of the President and oppose the development of minority parties which the direct elections would bring about, they have taken a contradictory stand. They cannot stand for both of these contradictory points of view. Question : Do the members of the affirmative feel that the states of the Solid South could be made to favor their proposal which would cause this section to lose its present importance in the election of a President and would also interfere with the local election laws in the Southern States?

IF THEY ANSWER YES! When the affirmative debaters say that they feel that the Solid South could be made or brought to favor their proposal, we feel that they are engaging in wishful thinking. The people of the South have always resented any attempt by the federal government to take away any of their state rights and this proposal would do just that. We do not feel that the states of the Solid South would be willing to surrender the political advantage that they have gained by voting as a solid Democratic unit.

IF THEY ANSWER NO! The affirmative debaters are willing to admit that the states of the Solid South could hardly be made to accept their proposal. Thus they are placed in the position of proposing an amendment to the Constitution that could hardly be adopted since the 13 states of the South would not ratify it. As it is today, the only hope that the Southern States have for a fair representation in the national government is to vote solidly Democratic. If Presidents were elected by a direct vote of the people, much of this advantage would be eliminated. Then, since the South could no longer present a solid front for the Democrat party, this section would also lose much of its power in the Democratic

party without gaining anything from the Republicans. The result would be that the people of the South would lose all the way round, if the affirmative plan were adopted.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS MARCH 3, 1933, AND JULY 2, 1946

of School Activities Magazine published monthly except June, July, and August, at Topeka, Kansas for September 28, 1949

County of Shawnee, State of Kansas, as:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas.

Business Manager: C. R. Van Nice, Topeka, Kansas.

2. That the owner is School Service Co., Inc., 1515 Lane St., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 % or more of total amount of bonds, mortgages or other securities are: (if there are none, so state.) Harry C. McKown, Gilson, Ill.; C. R. Van Nice, Topeka, Kansas; R.G.Gross, Denver, Colorado; Mrs. Elizabeth Gross, Denver, Colorado; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka,

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4. That the two paragraphs next above, giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

C. R. VAN NICE

(Signature of Business Manager)

Sworn to and subscribed before me this 20th day of September, 1949.

A. J. BASSETT

(SEAL)

(My commission expires April 23, 1951)

Comedy Cues

Closer to the truth than he meant to be was the schoolboy who wrote on an examination paper: "The Armistice was signed on the 11th of November in 1918, and since then every year there have been two minutes of peace."—*North Carolina Education*.

HARDLY

When Johnny entered school, the carpenters were working on the building. After a few days, he saw them handling a very large piece of lumber. Turning to the teacher, he asked: "Miss Smith, is that the school board they're putting on there now?"—*Michigan Education Journal*

SENSITIVE EAR

At a large gathering the hostess, who was proud of her voice, sang *Carry Me Back to Old Virginny*, in a rich soprano. As she finished the song, she was touched to notice a distinguished-looking, white-haired man bow his head and weep quietly. She made her way to him and said, "Pardon me, sir, but are you a Virginian?" "No, madam," replied the elderly man, brushing away a tear. "I am a musician."

—*Telephone Bulletin*

OLD STUFF

When the freshman returned a volume of Shakespeare to the library he was asked what he thought of the Bard's writing. "I don't see why people make such a fuss over his work. All

he has done is bring together a bunch of old well-known quotations."—*Wisconsin Journal of Education*

As a sidelight on food prices, an Indiana farmer reports he is setting a Sunday table for 11 known city relatives, and three he isn't sure of.—*Hartford Courant*

DOWN WITH BUREAUCRACY!

A Virginia woman wrote President Truman once, saying she'd read that he was going to get rid of some of his bureaus.

"I am fitting up a new house and don't have too much to spend for furniture," she explained. "How about letting me have some of your bureaus?"

The President replied that he was keeping all his bureaus, but how would she like a second-hand, no-good Cabinet?—*Scholastic*

Father: "Wasn't that young Jones I saw downstairs last night?"

Daughter: Yes, father."

Father: "I thought I issued an injunction against his seeing you anymore."

Daughter: "Yes, Dad, but he appealed to a higher court and Mother said, 'yes'."

—*Clay County (Minn.) Commuter*

The indignant visiting lecturer was at the telephone. "Are you the man who interviewed me this morning?" he asked

"Yes, what's the matter," said the reporter.

"You've got me down in the evening paper as making a perfectly insane statement."

"I printed what you told me."

"You report me as speaking of the days when great men were riding Greek goats."

"Yes, isn't that what you said?"

"Certainly not, I said 'writing Greek odes'."

—*Kablegram*

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